

AMERICAN FOUNDATION FOR THE BLIND
LIBRARY

FOURTH BIENNIAL REPORT
OF THE
CALIFORNIA
SCHOOL FOR THE BLIND

FOR THE PERIOD ENDING
JUNE 30, 1930



Department of Printing
California School for the Deaf
Berkeley, California



SCHOOL BUILDING
GENERAL VIEW FROM BELLROSE AVENUE

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CALIFORNIA SCHOOL FOR THE BLIND

BERKELEY, CALIFORNIA

administered through the

DIVISION OF NORMAL AND SPECIAL SCHOOLS

of the

STATE DEPARTMENT OF EDUCATION

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MAINTENANCE AND OPERATION

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LOUIS JENKS, *Assistant Engineman**
EDWARD REDMAN, *Assistant Engineman**
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JAMES A. WELLINGTON, *Janitor, School Building*

*Serves the California School for the Deaf, also
Infirmary and Health Service under the
California School for the Deaf

Report of the Principal

*Mr. Vierling Kersey,
Director of Education,
Sacramento, California*

Dear Sir:

I have the honor herewith to submit a brief general report on the California School for the Blind for the biennium ending June 30, 1930, together with descriptions of general and special activities. Instead of submitting outline of course of study as in previous reports, I am giving descriptions of departments as submitted by the teachers themselves. In these I have included those submitted by Mr. Angus J. Whyte and Mrs. Rae D. Whyte on physical education though Mr. and Mrs. Whyte are no longer connected with the School. Their successors are carrying out much the same program.

It is hoped not only that this report will be of use for comparative and statistical purposes but that it will also be of direct use to parents, guardians, school officials and others seeking information about the School. To make the general report succinct and direct I have put it in the form of a catechism. I hope that this new departure may add to the value of the report.

Yours very respectfully

R. S. FRENCH,

Principal

General Report

WHAT is the California School for the Blind?

The California School for the Blind is a residential school for blind or partially blind children and youths who are residents of the State of California.

Where is it located?

The School is located on the north side of Derby Street, east of Warring Street, in Berkeley.

What are its purposes?

The primary object of this school is to furnish the blind children of this State the best known facilities for acquiring a thorough education and to train them in some useful profession or manual art by means of which they may be enabled to earn their living after leaving the School.

Who are eligible to enter the School?

All blind persons residing in the State who are between the ages of six and nineteen years, and who are not incapacitated by physical, mental, or moral infirmity for useful instruction, shall be considered eligible for admission as pupils of this school, but no one whose age does not come within the limits prescribed shall be received.

Is the School purely educational in its aims?

The school is purely educational in its aims and objects. It is not an asylum, not an infirmary, not a nursey, not a home for adult blind or aged people, not an almshouse for the indigent or indolent, but strictly a school for the education of children who are blind, or whose sight is so defective as to make it impossible for them to attend ordinary schools.

Above all, this is not a hospital. If the child simply needs treatment this is not the place for him. He should be sent to some hospital, or put under the care of some specialist. The child must be strong and well in all particulars, except blindness, in order to be admitted here.

Are applicants admitted for a term of years?

No. All suitable applicants will be admitted and every effort made to instruct and train them, but should any prove either mentally deficient, physically incapable or disobedient in conduct, their parents or guardians will be notified at once to remove them from the School.

Are applicants subject to examination?



GIRLS' HOUSE—VISTA DEL MAR

Yes, both physically and mentally. All applicants must pass the tests given by the physician and oculist. In case of doubt a mental examination will also be given.

What are the charges?

There is no charge for tuition, room, board or laundry. Parents must provide clothing, transportation and money for incidental expenses.

What is the method of admission?

Admission is by application only. There are no commitments to this School. Application blanks will be sent to anyone requesting them. These should be filled out carefully in detail, witnessed, and signed by parents or guardians of applicant and sent to the School.

Is there a waiting list?

There is a waiting list but it is not large and any child or youth suffering from visual handicap is reasonably certain of admission within a year from the time of making application. In very urgent cases, applicants may be admitted soon after receipt of application.

What is the capacity of the School?

The residential capacity of the School is at present one hundred ten, fifty girls and sixty boys. This capacity has only been reached with the completion of the new buildings of the School. Its residential capacity up to 1930 has been one hundred five or less. In addition to residential pupils, a few day attendants are admitted.

What has been the average total attendance of residential and day pupils during the biennium just passed?

The number has varied from one hundred five to one hundred fifteen, nearly equally divided between boys and girls.

What is the housing offered residential pupils?

The boys and girls have entirely separate residential buildings with all living facilities complete in each. Thus, there are two complete kitchens, two dining rooms, and entirely separated recreational rooms for each group. In addition, there is some segregation of the younger and older children. There are playgrounds around each residential building. The boys have a Boy Scout hut and the girls will soon have a similar building. All school work is carried on in a very adequate, modern structure (just completed), housing in one wing the music department, with assembly hall; in another wing the lower primary and vocational divisions, excepting

typing and dictaphone; and in the central part the business offices, the upper primary and high school divisions, the library, the supervised studies of high school students and typing and dictaphone work.

Are resident pupils confined to the work given in the School?

No. Advanced high school students may under the Director of Advanced studies attend either the University High School in Oakland or such other nearby high schools as the Director may deem best.

What special equipment does the School offer?

The music equipment is especially complete, with a modern electric pipe organ, adequate grand and upright pianos, orchestra instruments and numerous violins. This equipment is housed in specially constructed rooms. In addition there is a Braille stereotype machine and press and a large library of stereoplates in music.

The library in both Braille and print books is large and kept up-to-date by constant additions, Braille books being received free for most part, from the United States government subsidy and from private benefactions. Some Braille printing is done by the School.

A very large collection of models in many subjects and modeling materials make possible much direct objective teaching. Most of our learning is by doing, that is, through directed activity.

The vocational and pre-vocational courses are equipped with a large variety of machines and instruments, covering a wide range of possible vocations for the blind. The new shops just opened (1931) add both adequate space for work and many new facilities for trade training.

The general academic equipment both of books and of maps and other devices for objective teaching is not only adequate but very well selected and accurate.

Among other facilities should be mentioned the rooms, readers, typing machines, and special books supplied for advanced high school work. Without these the high school department would be seriously handicapped and do mediocre or poor work.

What provision is made for the moral and social guidance of pupils?

These are matters of immediate concern to all teachers and officers. In addition volunteer services are called upon. The social events are numerous and well-conducted. Outside speakers and entertainers, frequently of national or international note, come to the School or the children go outside to them. Church organizations conduct special classes or take the children out to Sunday School and church services. Special problem cases are dealt with by the supervisorial staff or the Principal; sometimes the services of a consulting psychologist or psychiatrist are called in.

Is any provision made for vocational guidance and follow-up?

Yes. A large part of the work of the Director of Advanced Studies and of the Principal consists in guidance and in looking out for opportunities for employment. In addition teachers and other officers take a direct interest in the future welfare of pupils and follow their careers with helpful interest often for many years, sometimes throughout life.

Are there many vocational opportunities for the blind graduate?

That depends on the person and on local conditions. Many of our graduates have met with real success, sometimes notable success; not because they were blind but in spite of it; and always through fine personal qualities, pluck and perseverance and favoring local conditions.

Does the School propose to have more extensive guidance and placement work?

Yes. Within the next two or three years the organization of a careful vocational guidance and placement program will be inaugurated and put into effect. Its most important feature will be a guidance council of from five to seven members whose chief purpose will be to study the problem and initiate definite plans; next in importance will be the selection of a field officer, provided the necessary funds are available, and subsequent visitation on the part of this officer to local communities and to the homes of graduates. The primary aim of the proposed organization will be to find suitable vocational opportunities for the visually handicapped and to bring together the job and the person properly trained for it. In some instances it will be necessary to raise funds to make

any placement possible: this is particularly true with regard to small business ventures, stand concessions and the like.

Does the School have a trained staff?

Yes, all members of the staff are trained specialists, some having received their training in special courses and others "on the job." None are appointed or retained on the force for other reasons than their ability to do the work assigned.

What is the cost of maintenance of the School?

The annual cost, outside of capital expenditures and special items, is approximately \$80,000.00. On the basis of an attendance of one hundred ten this means a per capita cost of less than \$750.00, which is about the average for the better type of residential schools for the blind in the United States. One school of about the same attendance has a per capita cost of over \$1100.00 per year and some of the smaller schools run in excess of \$1200.00.

Are scholarship provisions made for graduates who wish to continue their studies?

Yes; in addition to the "Readers' Fund" providing up to \$300.00 per annum to blind college students, there are trust funds making possible a number of scholarship grants to deserving graduates. These grants have ranged from \$100.00 to over \$300.00 per year.

How are the studies of the School organized?

This question is answered by the 3rd biennial report, that of 1928, and by the following special reports of departments.

The Library

By GERTRUDE KARNAN

THE Braille Library of the California School for the Blind contains, at the date of writing, 5430 volumes, an increase of 1781 volumes over two years ago. To the uninitiated it might be well to explain that there are four varieties of Braille printing which are in general use in this country, namely, Grades 1, 1 1-2, 2 and 3. The simplest books are printed in Grade 1, in which each letter is represented separately. Grade 1 1-2 has various contractions, and Grades 2 and 3 are still more contracted. We have all grades on our shelves, most of the volumes, however, being in Grade 1 1-2.

One very fine addition, during the past two years, is a set of Grade 2 volumes, published only in London, which we were enabled to buy through a generous gift to the Library from Mr. John A. McGregor of San Francisco. In this collection is a complete set of Shakespeare, poems of Milton, Matthew Arnold, Browning, Swinburne, Shelley, Scott, Tennyson and Wordsworth, Well's "Outline of History," plays by Sheridan, Drinkwater and Galsworthy, and biographical sketches of many of the world's greatest figures, reprinted from the Encyclopaedia Britannica. Mr. McGregor has also given us a print set of the latest edition of the Encyclopaedia Britannica which was much needed, and deeply appreciated.

The School is on the subscription lists of twenty-four Braille magazines including weeklies, monthlies and quarterlies. Three of the magazines, one of them written in Spanish, come to us from Paris. Our older students greatly appreciate the current events weeklies, and also the monthly reprints of the Readers' Digest, the one print magazine which is reproduced in its entirety in Braille.

The Library is housed in a pleasant room on the second floor of the main building, equipped especially for the purpose, but it is already overflowing into another room. Fortunately, with the completion of the new wing, now in the process of building, our quarters will be more adequate, and we are looking forward eagerly to the time when we shall have space enough to put new books into their proper places without the necessity of shifting the entire Library at frequent intervals.

Students Attending University High School

By DR. NEWEL PERRY

DURING the seven years from 1923 to 1930, an aggregate of 45 students, while living at the California School for the Blind, attended a public high school—1 at the Technical High School, Oakland, 2 at the Berkeley High School, and 42 at the University High School, Oakland.

The following data regarding the 42 University High School students are interesting:

3 of these, 1 girl and 2 boys, left school before completing their high school course, and 8 others, 4 boys and 4 girls, are still attending the University High School.

31 of the 42 were successfully graduated from high school. 10 of these 31 graduates discontinued their education at this point, and the other 21 entered a college or university.

After two years' attendance, 3 of these 21 discontinued their college work. 13 are still working for their college degrees and 5 are college graduates. Of these 5, 2 are now doing post-graduate work, 1 is a practicing Osteopathic Physician, and 1 is a practicing Attorney.

In selecting the pupils who are to be permitted to attend a public high school, only those are chosen, who, in our opinion, are capable of being benefitted by such an opportunity. Experience has convinced us that blind pupils, in grades below the tenth school year, should not be sent to a public school. In other words, our girls and boys may spend from one to three years in attending University High School.

Among the prerequisites are a thorough mastery of typing and facility in reading and writing Braille, both grade 1 1-2 and grade 2. Opportunity for learning Braille, grade 3, is given to these students after their enrollment in the public high school.

Our pupils enroll in a variety of courses. The following subjects have been selected at various times: English, Spanish, French, German, Latin, History, Physiology, Chemistry, Physics, Algebra, Geometry, Trigonometry, Conic Sections, Journalism, Public Speaking, Commercial Law, Salesmanship, Chorus, Crafts.

Judging by the grades received, blindness does not bar

students from doing excellent work in many of these subjects. Indeed, it is very noticeable that our blind students receive grades considerably above the average of those received by their fellow seeing students. Many theories have been advanced to explain the surprising fact that blind pupils rank higher in their school work than do their more fortunate classmates. The only tenable explanation appears to be that the blind pupils have been more thoroughly grounded in their previous school work. Totally blind pupils have been known to receive the highest grade in the class in Chemistry, Physiology, English, Conic Sections, Geometry, and even in clay modeling.

Our pupils go to and from school on the street cars unaided, and our boys are encouraged to walk home alone. This gives them exercise in the open, develops their self-reliance and gives them skill in walking about city streets, when they can not depend upon the assistance of sighted guides.

Our girls and boys are constantly encouraged to take a lively interest in all the student body activities of the public high school. Several of them have been nominated for office and have established a record of both victories and defeats. This experience is of great value of them, since it teaches them the art of getting along with their fellows and develops their sportsmanship.

To what extent should the blind student, who attends a public high school, be expected to participate in the social life of the student body at the school for the blind? A healthy growth requires some social life; so the blind child must participate in social activities. If he follows the line of least resistance, he will gratify his social instincts by taking part in the dances and other activities at the school for the blind. If he does so, he will then not feel a sufficient urge to join the social life at the public high school, and, consequently, will fail to take advantage of the very best thing the public high school has to offer. On the other hand, if he makes the strenuous effort necessary to enable him to enjoy the social life of his sighted classmates, he will, probably, lose interest in the activities at the school for the blind.

Whatever may be the answer to the above query, we feel convinced that our plan of sending our blind pupils to the public high school has been more than justified.

The Junior High School

By MARGARET E. MARTIN

IN all the work of the Junior High School there is a conscious effort made to recognize the individual needs and nature of the child. In accordance with modern educational theory and its doctrine of individual differences, emphasis is placed upon the development from within the child rather than upon mere acquisition of knowledge and skill. This is accomplished by the organization of the classroom work into larger units or projects which provide a curriculum of activities so representative of life that the children may here find situations in which they may exercise creative ability.

Independent thinking, individual responsibility, leadership, cooperation, and initiative are fostered by means of class discussions, socialized recitations, reports, investigations, and dramatizations.

Pantomimes are particularly effective in stimulating and freeing the imaginative abilities of the child. Through pantomimes the boys and girls interpret incidents from history or incidents from novels or dramas studied in the literature classes. In the field of geography travel pantomimes awaken a consciousness of the life of the people in other lands.

Public speaking receives special attention in our course of study. It provides varied opportunities for the development of the students' native abilities and qualities of character. It stimulates them to think logically and to express themselves accurately and fluently. Furthermore, the pupils gain self confidence and poise by frequent participation in oral activities. The children show a tremendous interest in producing plays and their value is recognized as an outlet for the expression of the emotional life of the pupils.

In all our work spiritual and character-building possibilities are constantly considered. Literature more than any other study is the contributor to spiritual growth and the builder of ideals. The literature has been selected for the interest and enjoyment it offers to the pupils and also because it is rich in possibilities of increasing knowledge of human life and of a vicarious broadening of experience. Children are encouraged to read extensively. Credit is given for



THE ASSEMBLY ROOM

additional reading which allows each child to advance according to his individual pace. The purpose is ever to develop better taste in reading and an appreciation of the beauty of literary expression.

In arithmetic we are experimenting with a plan that is akin to the Dalton plan. It serves to encourage the brighter pupils to progress as rapidly and as independently as their abilities permit and also allows the teacher more time to give individual attention to those pupils who are in need of it.

Throughout our whole curriculum attempts are made to adjust the work of the Junior High School to the abilities and interests of the pupils. We value the individual above all. We endeavor to create a wholesome, happy atmosphere in the classroom realizing that it will be reflected in the student's desire to do the best work of which he is capable. By the strengthening and developing of the faculties of the mind and the enriching and broadening of definite qualities of character we are putting into effect our twofold aim.

Intermediate Grades

By ELIZABETH SCHRODER

IN the Intermediate Grades the Objective Method is employed in an effort to get away from mere words and abstractions to understanding through the use of concrete materials such as sand, clay, maps, and models; all of which gives richer and deeper meanings to the child's concepts.

This method permits the child to reach out for varieties of contacts on the different levels of his growth.

In the primary grades, the pupil has been more or less self-centered; interested chiefly in his own accomplishments, acquiring skills and mastering tools. Now he has time to extend his interest to his neighbor, his local environment and the world in general, hence the work in the Intermediate Grades centers around History and Geography.

Large units are taken as a basis for study and the subject matter for the term radiates from these.

Indian life is emphasized, especially that of the California Indians. In connection with this, the children construct brush huts, wigwams, cradles, bows and arrows. This period is followed naturally by stories of the Spanish discoverers, explorers, founders of the Missions, and the coming of the Americans.

Correlated with this is a study of the State of California, each child making a map in sand and clay. Locational geography is motivated by the children's interest in taking trips on these individual maps to their homes and those of their classmates.

A study of People of Other Lands calls for the globe on which trips are taken to foreign countries; and flights of Zeppelins and airplanes followed with interest and profit. When studying the zones, special effort is laid on the effect of climate on life. Types of primitive shelter are constructed and native animals remodeled. Thus a procession is formed from the Frigid Zone to the Tropics.

Out of this comes a wealth of material to be used as a basis for the teaching of English, including dramatization. Geography, history and spelling booklets are made in Braille by each child.

Thus, the content of the curriculum is unified for the child, though the teacher keeps well in her mind the continuity of subjects and their logical organization.

Beginning Lessons in Braille

By LEILA BURNS JOHNSON

THE objectives in teaching reading to a blind child are accuracy, comprehension, and speed. I place accuracy first, because without that I fail to see how he can comprehend.

I use the phonic method as it seems the one that saves most time in the end. However, I am experimenting with the word method, but have not had sufficient time to approve or disapprove.

When a child has mastered the "Braille Street," and is

able to read his first word, he then possesses the knowledge he needs, and must have, for writing that word in Braille. (I do not teach writing until the child reads fairly well.)

With beginners we play with a small peg board (2 in. x 8 in.) which is made for my own use. There are groups of holes corresponding to the Braille slate cell, six of these groups in a board. This first lesson consists entirely of learning to put the pegs in the board.

As some little hands are much more clever than others in managing pegs, the next step depends upon the time it takes the individual child to place the pegs in regular order. Then we study one group of holes, and call it the "Braille Street." Most of the children I teach live where streets are named and houses numbered, so we have a lot of fun with the houses on the left side of our street, 1-3-5, by naming the children who shall live in the house No. 1, house No. 3, and house No. 5. The children visit back and forth in this one side until they can readily tell which "house Joe lives in," and put the peg in that particular hole.

We then cross the "street car track" and learn 2-4-6 on the right side just as we did on the left.

After the peg board is quite familiar, I use cardboard with dots made on a Braille slate without reference to position until the child can tell whether it is one dot, two dots, or more and whether or not they are side by side or one above the other. Then I write the full cell and he knows almost at once that it is the "whole Braille Street."

The thing I stress most is the position of the dots in the cell, and I never teach a letter until the cell numbers of any group of dots are easily distinguished.

With beginners I use the Beacon Primer simply because of the very clear type, and the wide spacing of the lines which make it easy for the little untrained hands to follow.

As an example of how we do our work I shall take the first word in our primer, "Mamma." This is a word every child knows, and it is also an easy word to learn by touch because there are only two "pictures" to study. I never teach a letter by name. The child learns that the dots 1-5-2 make a picture that we call the "moo-cow," and that this picture tells him to make the sound the cow makes. Of course he

calls it "mo" at first, but it is not long before he gives the correct sound of "m."

Next we learn that dot 1 is the "laughing baby" picture, and tells him to say "ah." After he has learned these two sounds and to combine them—because the "moo-cow" and "laughing baby" "join hands"—it is surprising how quickly he recognizes the whole word. And how delighted he is to "read" a word that he knows!

Many children read the primer almost through before they know the name of a letter, but sometimes one will surprise me by saying, "I can spell dog," and then I tell the name of any letter they ask.

The Ungraded Class

By MARY N. ORD

THE purpose of the ungraded room is to give the children in that class a thorough preparation for the regular grade work of the school.

Some of the children who enter the class are older than the tiny beginners, or small primary children, yet they have had no Braille work. They do NOT belong with these little children, but nevertheless must be given a thorough foundation in Braille and the fundamental subjects. Not being placed with the smaller and younger children (who have perhaps had some Braille work), they are not discouraged by an unfair comparison.

Some of the children in the ungraded room do not put in a full day in study. They have, perhaps, outgrown their strength, so they have rest periods, when they lie down, or take a sun bath.

The aptitudes and talents of a child may lie in directions other than school work (music, crafts, etc). This child may not get along so rapidly. In an ungraded class, he is not discouraged, nor given a sense of failure, simply because he cannot keep up with the others. He sets his own pace.

If a child has recently become blind, and had been in the third grade in the public school, perhaps he would only

stay in the ungraded room until he had learned Braille (Reading and writing).

How long do the children remain in the ungraded room?

They remain only until they have thoroughly mastered the regular required primary work of the school. Sometimes a pupil does this very rapidly, sometimes more slowly. When he has finished he goes on in the regular grades of the school.

The ungraded room is taught by "the individual method." Each child covers the work as he is able, the children not being in classes. For example, in Reading two children are in the Beacon Primer. One is in Volume I, the other in Volume II. Another is in the Beacon Second Reader. Another may be in a Gordon First Reader, and another reading a "Learn to Study" Second Reader, and so on.

Some child in the class may be weak in arithmetic and writing. With that pupil we concentrate on arithmetic and writing to bring the work up to standard. The object of the class is to give the children a thorough foundation, plus self-confidence so that they can go into the next grade, and SUCCEED.

Kindergarten

By MARY L. LEVAR

WHILE at present children are not admitted to the school until they are old enough for the first grade, they need, even more than sighted children, the training that is given by kindergarten work. The younger pupils spend part of their day in the regular academic work and part in work similar to that of the public school kindergarten. The kindergarten room in the new wing of the school building is a large, cheerful room with a southern exposure. The equipment is new and modern, carefully selected to meet the particular needs of our children.

Every effort is made to develop the child physically and make him free and fearless in moving about by himself. With some of the totally blind this is the first and hardest task. Rhythms, folk dances, and games play an important

part in this, and the room is equipped with a piano and phonograph with an excellent assortment of rhythm records. Short hikes and climbs over the hills are often taken. The children are taught to move about freely in the kindergarten room and to get out and put away for themselves any equipment they wish to use. The set of large floor blocks is used constantly and provides one of the most enjoyable means of exercise.

Little formal handwork is done by the small beginners. Montessori material, a sand table, clay, blocks, toys, etc., are at hand and the children are directed or helped in the use of them. As far as possible they choose their own work and carry out their own ideas. The use of the various materials and tools are taught principally in activities which originate with the children. Songs, stories, and dramatizations have an important place in the program. Nature study is carried on through excursions, discussions and experiments. The freedom of the kindergarten gives the child a chance to adjust himself to the group, and this social adjustment is of utmost importance to his future. The busy, happy atmosphere of the room proves that it is being accomplished.

PRIMARY HANDWORK

There is a rather gradual transition from the kindergarten work to the more formal handwork of the older children. Work with scissors, paste and paper is carried on and improved. Sand table and clay work correlates with the other studies, especially geography. Weaving commences with the simple dolls' rugs and hammocks, and leads up to use of the little table loom on which they learn the principle of the large looms they will use in the advanced weaving class. The most capable children take up basketry also and lay the foundation for the fine work they do later in this handicraft.



Music Department

By OTTO FLEISSNER

NOT many years ago, music was considered a luxury, but today every one is alive to the educational and cultural value of music. It is necessary for inspiring patriotism, for supplying the highest training, and for encouraging cheerfulness, that makes for health and happiness.

Music is needed in the schoolroom to make discipline lighter and study more interesting. Its influence on little children and its reflex influence on their parents is not easily estimated. From it the school child gains an understanding and appreciation that may in after life give him cheer and comfort in time of trouble.

There was a time when the blind received their musical education by dictation and consequently progress was slow and laborious. It was therefore a rare thing for a blind person to become an outstanding musician and soloist. With the perfection of the Braille Musical Notation this has all changed. The standard of music for the blind has been raised so that they are on an equality with the seeing.

With the introduction of modern methods and facilities for instructing in music the progress of the art with the blind has been rapid and most encouraging. No longer are they in the dark, but there is a strong desire to perfect themselves and compete with their more fortunate brothers and sisters. How well they succeed has been proved by the many concerts given at our school. In every instance, the programs have been of a high order, which require much preparation and devoted study. The pupils have always acquitted themselves with great credit and given much pleasure to the large audiences which attended these concerts.

Every facility and encouragement is given the students to arouse an interest in the study of music. Thanks to our principal, who has always manifested a lively interest in the welfare of the music department of our school, we are now splendidly equipped to carry on the work. New pianos and a modern electric pipe organ have been provided and many practice rooms are at the disposal of the students.

A fine library has been created and a complete course

for the study of music arranged by the members of the faculty. Works of the old masters and modern compositions are to be found on its shelves. All music is stereotyped on zinc plates in both American and Revised Braille Musical Notation, and then embossed on paper for the use of the students.

Graduates, when leaving the school, have the privilege of taking a small library for their own use.

The pupils are enthusiastic in their work and the generosity of the state and a few private music loving individuals has been a blessing to those who very much need it.

Physical Education of the Boys

By ANGUS J. WHYTE

THE following is the weekly program for the boys' instruction in physical education:

Monday—Work on the path leading up the hill to the Scout Hut.

Tuesday—Regular calisthenics, track and work on equipment.

Wednesday—Work on equipment and swimming.

Friday—Calisthenics and track.

Saturday—Work on path or hikes.

Sunday—Hikes or special events.

In accordance with the "constructive policy" of the school we are having the boys make their own path to the Boy Scout Hut up the hill. By filling in holes, carrying dirt, digging steps and setting bricks, they have a varied physical activity that is both beneficial and constructive.

The calisthenics consist of a regular system of exercises that strengthen and develop all the muscles of the body.

There is more specialized work in connection with the use of the stall bars, weight machines and the lifting of weights. These activities are particularly helpful in developing the chest and shoulders. The climbing ropes aid in the development of the arm and leg muscles.



SCHOOL ANNEX

Showing Tower from Corner of Belrose Avenue and Tanglewood Road

The Wednesday program of swimming and exercises takes place in the Deaf School gymnasium, with its fine facilities, which enable all the boys to use the weight machines, rings and bars at the same time. This is followed by an hour of swimming which is heartily enjoyed by the boys and leaves them with a feeling of well-being and exhilaration that is very encouraging.

For running on the football field, I have two methods. One consists of having each boy hold on to a rope at a distance of about two feet apart and then taking the end of the rope, I run them around the field several times. The other method consists in having the boys with partial sight take the others and run around the field in pairs.

The hikes are generally quite strenuous. Sometimes we go up the neighboring hills, and the parks in the vicinity, or visit places of interest in Berkeley.

With the older boys, there is a keen interest in wrestling and individual instruction is given to them in the various "holds." They frequently indulge in this activity outside of their regular periods and some are becoming quite proficient in the sport.

The program, in general, is very beneficial in the counter-acting of poor posture and in developing good co-ordination of all the muscles.

The boys are already showing a marked improvement in appearance. If they continue to progress as rapidly in the future as they have in the past, I shall be very much delighted and well repaid for any effort expended.



Physical Education of the Girls

By RAE D. WHYTE

IN planning a program of physical education for the girls, I have endeavored to make it as complete as possible, insofar as actual physical activity is concerned; at the same time injecting the play spirit by the use of games and music.

The general program for the week is as follows:

Monday—Work in the boys' gymnasium, using the stall bars, climbing ropes and mats for tumbling.

Tuesday—Active games and jumping rope, out of doors.

Wednesday—General calisthenics followed by swimming in the pool in the Deaf school gymnasium.

Friday—General calisthenics to music, and games.

Saturday—Hikes or special events such as marshmallow roasts, treasure hunts, etc. Saturday is for the younger girls.

Sunday—Hikes or special events. Older girls only.

This program applies to all except the five youngest girls, who are still too small to participate in the above mentioned activities. They have one hour of supervised play. At this time they are taught games, such as Pussy in the Corner, Singing games, Circle games that require running. These games are played out of doors, whenever possible. At this time they also use the slide and swings and go for walks on the grounds.

In selecting the calisthenics to be used, I have taken those that use all the muscles of the body. First we start with the neck then work down using the muscles of the arms, trunks, abdomen and legs, including breathing exercises during the rests.

Particular attention is paid to the "postural exercises" however, to counteract the sagging shoulders and downcast heads that characterize some of the children.

Use of the jumping ropes has the following good effects: It develops a fine co-ordination of the muscles; it is a good all-ground exercise and it has the further advantage of keeping the children out in the fresh air and sunshine. The teaching of the proper way of jumping rope has developed an added

interest in it and the girls frequently ask for ropes when they are not in classes and indulge in this activity in small groups.

In using play activities, I find that it helps in the following manner: it teaches fearlessness and good sportsmanship and develops a feeling of co-operation. The girls possessing partial sight help those who are totally blind, and in the interest of the game they all forget that they are getting their exercise. The games are played out of doors and maximum benefit is derived through the exercise obtained in the fresh air and sunshine.

Typewriting

By MONA E. PALMER

MUCH of the time and energy of every child is devoted to acquiring the fundamentals of education, reading, writing, and arithmetic. For the blind typewriting may be considered one of the fundamental processes. Typewriting is the only normal means of a blind person's expressing himself in writing since the only other means he has is in Baille, which only a small portion of the world can read.

For a very limited number of the best typists typewriting may serve as a vocation. The dictaphone is the natural accomplishment for the blind who wish to enter the stenographic phase of business. For those who do not intend actually to make an eight-hour a day vocation of it there are sometimes odd jobs of typing to be done. One boy I know for two summers has typed menus every day for a restaurant and done other small jobs of typewriting to add to his income during vacation.

To fill in some of those leisure moments when there is nothing else to do I have seen a child sit down and type just for the sake of typing. There is satisfaction in doing the thing just for the thing itself, in the exercise and the development of facility and skill.

Good posture is essential for accurate typewriting. It is necessary to sit up straight and have both feet on the floor. Time devoted to typewriting then contributes just that much toward building straight, upright bodies.

Typewriting for the blind is taught by a slightly different method than in other schools. There has to be much more individual work. In the end the accomplishment is practically the same and just as inclusive as to subject matter.

Home Economics Work for the Girls

By ELLEN F. ORD

THE term Home Economics as generally used in the Educational field today, covers, at best, an artificially created situation in which limited subjects are taught to the students, without a real relation to their every day lives *here and now*, as well as in the future. In the California School for the Blind this is not the case.

The term Home Economics, as used in this School, is applied in its widest sense. It *is* HOME ECONOMICS.

Vista Del Mar, the girls' residential building, is the Home in which the Economics is taught, and the method is that of learning in the doing. The scope of the work includes everything that touches the life of the children in the residence. A very small portion of the work is formal class room instruction, the greater part of the instruction being such that the children learn without feeling it. They realize that a certain amount of work is necessary in the keeping up of any household and they take their turn in the daily routine duties for the common good.

The training in this Home Economics falls under the supervision of the Home Economics Teacher, the Matron and the Housekeeper.

There are usually three girls in each bed room, and under the supervision of the Matron each girl is taught to keep her personal belongings in order and, also, to clean the room.

The Matron appoints the girls on the various dining room committees for each week. The committees have charge of the serving of the tables at meals, the cleaning of the tables, and the washing of the dishes, and resetting of the tables, although they are all under the supervision of the Housekeeper.

Formal class room instruction is given by the Home Economics teacher in the various branches of sewing, from simple hand stitching to sewing on the machine. Simple undergarments and dresses are made and remodeled. Special attention is given to the up-keep of the individual wardrobes. Before the girls leave school they have all had an opportunity to learn sewing, knitting, crocheting, and a few have been able to learn weaving, also.

Besides the formal sewing work, in past years formal instruction also was given in cooking, from measuring and mixing food to the cooking, serving and eating of it. It is hoped that this will again be given when the new unit of the school building is completed and an additional teacher is on the vocational staff. I feel strongly that simple cooking should also be given to the boys. I find that a number of boys keep bachelor quarters after leaving school, since it is more economical than eating at restaurants.

Gracious manners, so necessary to the blind, are taught the children through their social affairs, such as their dances, dinners, musical teas and picnics given at intervals during the year. These are planned and conducted by the children under faculty supervision, sometimes by the student body or one of the clubs. Outside guests are frequently invited on such occasions.

In this way the children do not become narrow, but they live normal lives with study, work, recreation and social diversions. Personal criticism of mannerisms, as well as manners, is freely given even if at times unwillingly received. In a word, everything is done to round out their lives and characters and make them happy, useful citizens.



The Boys' Vocational Program

By FREDERICK W. STOBBE

VOCATIONAL activities have now become a definite part of our public school program. It is unfortunate that such a comprehensive program can not be adopted in a school for the blind. While circumstances will never permit this, it is nevertheless quite certain that a school for the blind must have a thorough and varied program of industrial work.

The blind student who is able to cane a chair, make a broom, brush, mat or basket, and do any one of these tasks well, even though he may never commercialize his knowledge, in the mere learning of these tasks gains knowledge and manual dexterity. These give any such person a poise and confidence without which many an intelligent blind person is a physical bankrupt.

The small town still affords opportunities for the small shop worker. If this work be done well, then the local community is always glad to purchase the wares in preference to having such articles shipped in. In the large cities a factory grouping seems more advisable. In this way the benefits of specialized piecework are secured. Commerical competition is in these centers most keen, and this is the most effective way to combat the machine-made articles.

One of the best trades taught is piano tuning. Here the candidate has a rare opportunity to demonstrate both initiative and original ability. At the same time if he is judicious, he may add to both an increasing list of friends and a substantial income. The tuner becomes a sort of musical physician.

Before attempting to practice this art on the public, the tuner must be able to tune the average instrument in two hours, should diagnose correctly and quickly any and all mechanical troubles and work with courtesy and consideration.

In stores and factories the work is usually well specialized, while in the smaller towns it is well to be an all-round technician. In this particular branch of work vision is at times most essential, and happy is that tuner who learns to direct vision rather than to attempt to do the impossible. Eyes may

always be purchased, while common sense is not always available. In cases where a complete overhauling is to be given, it is well to take the instrument to a shop equipped for such purposes where the work might be done in a truly professional manner. For the one desiring an independent course, the large centers are best adapted. Here the community can always support another tuner. The public is always ready to give its patronage to the energetic individual who merits it.

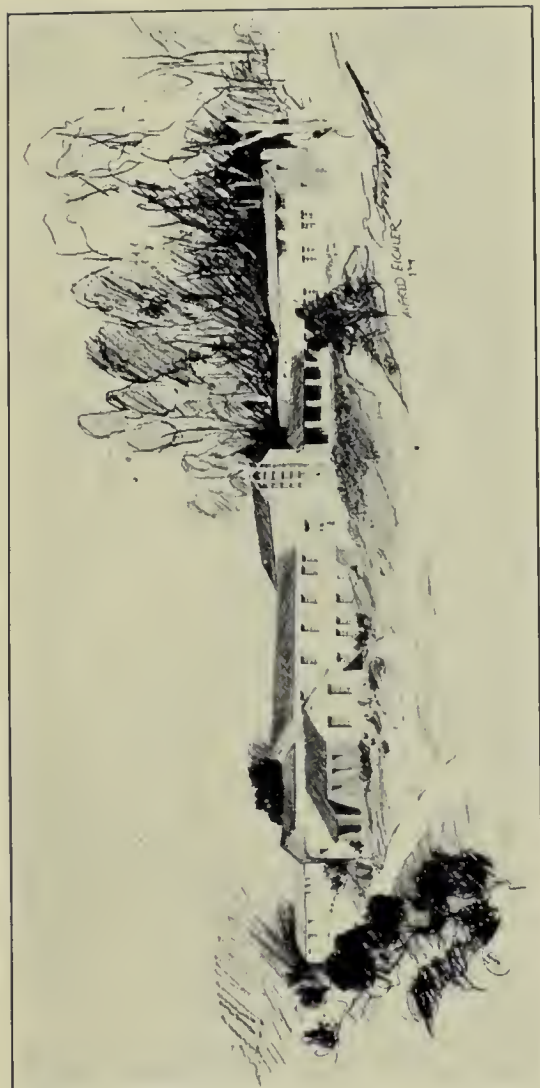
Mat and brush making are to be added to our industrial activities. Door mats are bound to be used at all times. Being made of discarded automobile tires, they are a most durable commodity. The brushes are similar to the famous Fuller variety. Their many kinds, shapes, and sizes make them a much desired product in every home.

The person purchasing these articles may prefer to leave with the feeling that he has once more helped the blind, but if he thinks beyond this fact, it must also be realized that he has helped himself even more.

The making of these mats and brushes lends itself most admirably to our school program. The student has but a limited period in his class work, and as it takes but a short time to complete the article, the pupil may have the thrill of a finished product before he becomes discouraged.

In a competitive and mechanical age like the present, this is certainly a step in the right direction. This work might easily be done at the homes of blind individuals where a small community might have the benefit of honest effort. With such continued experimentation, with a possibility of a competent placement bureau, and with legalized reservations of vocations best suited to the blind, the future of the visually handicapped in California really looks good.





BOYS' HOUSE—WILKINSON HALL

THEN AND NOW

A PAGEANT PLAY

By R. S. FRENCH, *Principal*

California School for the Blind

Showing the
First School for the Blind
and a
Present Day School

Given at the
Dedication Exercises

May 15, 1931



In Three Acts

ACT I

THE BEGINNING

Scene I. A drawing room in Paris. Characters, Valentin Haüy, Denis Diderot, Mlle. Maria v. Paradis, guests and servants. The year is 1783.

Mlle. v. Paradis is seated at the piano and is just finishing the playing of a solo selection. M. Haüy leans over the piano toward her. M. Diderot, an old man, is seated near in an armchair. Guests show keen interest in the performance. As the piece ends, all applaud. Servants enter with refreshments.

M. HAÜY—Wonderful, Mademoiselle. I marvel at your touch and your power of interpretation. By contrast it reminds me of one of the saddest scenes of my life. Have I ever told you about it?

MLLE. V. PARADIS—You mean the blind musicians in the Fair of Sainte Ovide? Your brother mentioned it to us as the starting point of your interest, but I must hear it from your own lips. Won't you tell us?

M. DIDEROT—Yes, M. Haüy, please do. I've heard something of the story but would like your version.

M. HAÜY—Well, it was this way. Some ten or more years ago I went to the Fair of Ste. Ovide, more out of idle curiosity than with any purpose. I was wandering from booth to booth with a friend and fellow student, when my attention was crudely awakened by the most awful travesty on music that I had ever heard; music that was no music, mixed with rough laughter and loud jesting. I had only to turn to find the source—a band (band by courtesy) of some dozen or so musicians, most grotesquely got up, with large cardboard spectacles and the weirdest of instruments. They were all blind, except the showman or leader, and their music lacked every quality of music except sound. Of that there was aplenty. But the crowd of peasants and tradesmen were highly amused, and the leader who passed the hat reaped a harvest of small coins, mostly coppers, but even coppers buy bread and turnips and wine; and, blind or seeing, men must somehow live. I was deeply moved—shocked you might call it—yet moved, too, to think about the condition of the poor exploited wretches and the even poorer ones who

exploited their own misfortune for a pittance in alms. Even the inmates of the Hospital of the Saintly Louis were little better off. Why, thought I, cannot something be done?

In all the whirl of progress set in motion by our mad but great Jean-Jaques, isn't there some place for the blind? Mademoiselle who has entertained us so wonderfully proves that the blind can be educated, and you have demonstrated it, too, M. Diderot.

M. DIDEROT—Yes, that was more than thirty years ago and I was young and bold—and you may recall that I landed in prison for my pains! But jesting aside, the blind can be educated. Not only Mademoiselle has shown it, but other blind persons including the M. Weissenbourg of whom Mademoiselle here has told us.

M. HAUY—Won't you tell us more, Mademoiselle? My faith grows; the blind can be educated. We have but to find the ways and means—it must be done! One more piece, Mademoiselle, and you and I and friend Diderot will put our heads together and who knows but some plan will come out of our conference?

Mlle v. Paradis strikes up a lively, joyous gypsy dance, popular in her own Vienna.

CURTAIN

Scene II. The court at Versailles. Year 1786. M. Haüy stands by a table at which three of his pupils are seated, with books and maps and number frames. Courtiers look on and the King, Louis XVI, has joined them. Keeness of interest has temporarily set aside the rigid court etiquette. One of the pupils is reading from an embossed sheet.

PUPIL—"In the beginning God created the heaven and the earth; and the earth was without form, and void. And darkness was upon the face of the deep. And the spirit of God moved upon the face of the waters and God said: 'Let there be light!' and there was light."

DUC DE LA ROCHEFOUCAULD—Most fitting, your Majesty; (*bowing deeply to the king,*) and here is light, a new light to those who sit in darkness. The deed is done beyond the hopes of the most sanguine, and the doubters can no longer doubt. The blind see, not through the miracle of restored sight but through the new miracle of education. Your humble servants of the Academy of Sciences have examined

the work of M. Haüy and we are convinced that here is no sham but an accomplishment so great that not even its inventor could have dreamed how great, how successful it would be.

KING LOUIS (*rather ponderously*)—We are impressed; impressed beyond the power of our poor human language to express in words the wonder of it. To the seal of approval of our loyal Academy of Sciences we add the seal of royal approval and our treasury shall aid this work to whatever extent the leanness of these trying times permits. But M. Haüy would speak. Monsieur, you have our permission.

M. HAÜY—Your Majesty, your gracious words make all the years of hardship seem as nothing, and they exalt my little contribution to an act of greatness. I cannot but feel proud, yet it is not I who would speak but a voice from the darkness which through God's grace, not my invention, has now been made light. M. Huard has an ode which he will read if your Majesty pleases to hear it.

KING LOUIS—Let him proceed.

Huard rises, bows deeply, and recites refreshing his memory from the embossed sheets.

THE POEM

M. HUARD—

Sweet Harmony, from Heav'n descend,
 Inspire and tune my languid strain;
 To me thy kind assistance lend,
 My genius in its flight sustain.
 Oh deign, delightful God of day,
 To guide and animate my way;
 I seek the sacred vale alone,
 My Muse, alas; too apt to fear,
 When no bright beams her journey cheer,
 Trembling, approaches Helicon.
 To barren idleness our days,
 By cruel fate were once confined;
 Our woes kind Industry allays,
 Once more to social life consign'd;
 The various useful tasks and arts,
 Which she to us with ease imparts,
 Shall soon our ling'ring hours console;
 To cheerful hope once more we rise;
 Our being, erst consum'd in sighs,
 Grows less oppressive to the soul.

Typographies, by which imprest,
The learned's thoughts embodied shine,
Their immortality attest;
Treasures, O France, which now are thine.
Eyeless, thank heav'n's supreme decree,
We can to late posterity,
Transmit the light of every sage;
Though blind, we can in open day,
Truth's venerable form display,
And show the glories of our age.

Greece, fruitful source of arts refined,
To mortals raptured and surprized,
Gave perfect masters of each kind,
At once beheld and idolized.
Yet though their times we justly praise,
Illum'd by such effulgent rays,
Did then the dumb articulate?
Or had the hopeless blind been taught,
From tactile signs to construe thought,
To read, to write, and calculate?

Though Nature from our darken'd eyes,
For ever veils her charms sublime,
The form of earth and ev'n of skies,
By Fancy's aid we figuring climb;
We trace the rivers to their source,
Of stars we calculate the course;
From Europe to th' Atlantic shore,
Successive journeys we pursue,
Thanks to the hand, whose prudence due,
Guides us in Geographic lore.

Dear brethren of affliction, aid
My songs, th' auspicious days to bless,
Which wrap our fate in softer shade,
And tend to make its horrors less.
And while my muse, with grateful lays,
To sing the virtues all essays,
Which in our zealous patrons glow;
The gratitude their worth inspires,
Shall burn with unextinguished fires,
And in our bosoms ever grow.

Scene III. The year is 1822. A small room in Paris. M. Haüy is discovered sitting in an arm chair; he is old and his head is bowed. He sits some moments in revery, then raises his head and speaks:

So, life is vanity after all, as says the Preacher. I thought to do a great work and others have stolen the glory. Here I am, a pensioner on my brother, forgotten by the school I founded, forgotten by the France I loved and to whose lustre I would have added new glories. But is it really all vanity? I planted and others have reaped, and perhaps the greatest glory after all lies in planting.

My work in Paris lives in the school I founded. My work in Berlin likewise lives, and in Vienna Klein is doing perhaps a greater work. And what is this rumor I hear of point writing? Has that artillery officer, Barbier, hit upon a better method than my embossed letters? If he has, may the name of Barbier shine above that of Haüy! Still, I made the start and all beginnings must be small. I planted the acorn and now it is growing into the oak. The planter is forgotten but the oak thrives and grows apace. As I look back through the troubled years, I must give thanks that I could aid in the great onward sweep of humanitarian effort. And I remember, oh! so many kindly acts and lovely characters and loveliest of all, that of Mlle. von Paradis, the inspirer of my first effort. Nearly all are gone, and she is gone. (*He falls into revery again. Head bowed, he says:*) But is she really gone? I who live on the borderland seem to see her now in the glory of her young womanhood and I seem to hear once again her fingers running over the keys.

His head sinks. Mlle v. Paradis has meanwhile come out from the wing, dressed as in Scene I. She has sat down at the piano and is playing a dirge softly as Haüy's head sinks lower and lower on his chest.

CURTAIN

MUSICAL INTERLUDE

ACT II

IN THE PARIS SCHOOL

Scene I. Room in the National Institution for the Young Blind in Paris. The year is 1829. At the extreme right is a piano, partly dismantled. At a small table, left center, is seated Louis Braille, a student. Claude Montal, also a student, is working at the piano.

BRAILLE—Still fussing away at that old piano, Claude? Do you think you can ever do anything with it?

MONTAL—Do anything with it, Louis? Listen! (*he runs over some scales.*) Doesn't sound much like the wreck I picked up a month ago, does it? Wait till I replace a few more strings and mend these keys.

BRAILLE—Something like that famous razor I've heard about, just needs a new handle now for the new blade! Why don't you leave it to old Jules and stop pottering around?

MONTAL—Why don't you leave your silly points to old Jules and get you to your organ lessons? You'll never make anything of those points. Talking of razors, why don't you turn those points back to Barbier? (*laughs.*)

BRAILLE—You may well laugh at your silly pun, but Barbier saw the point; and his is a great invention—it only needs simplification, and I think I've done the deed. Look here! (*He holds up a writing frame in his left hand. Montal approaches and reaches out his hand and examines the frame; he suddenly becomes interested.*)

MONTAL—And just what do these soldered strips mean?

BRAILLE—They mean that in the keenness of my wit I have cut Barbier in two; twelve points have become six. And I can write and read not only the letters but musical notes. See here! (*He hands Montal a sheet and guides his fingers over it.*) See! this is "a," this is "b," this is "c." Now put them together; c-a-b, you have a word, "cab." Are we progressing?

MONTAL—I would say we were getting on! Really, Louis, you've made a great discovery and the name of Braille will some day be a household word, shining even above that of our great founder, our beloved Hauy. But Shh! I hear the Director's heavy tread. (*Enter Director from left.*)

DIRECTOR—Young men, up to your nonsense again I see. Louis, you are a great musician, but not an inventor. Throw that stuff of Barbier away and get to your organ.

Braille walks down flight of steps and seats himself at the organ, which is assumed to be in another room. He begins to play softly, while the Director proceeds:

And you, Claude Montal, why interfere with Jules' business. I've a mind to chuck your junk into the street. Get to some task you understand. *(He turns angrily and goes out the way he came.)*

MONTAL—Such is the reward of genius. A few more strings and a few new keys and it would be a perfectly good piano; but even what there is of it works.

(He runs scales again, the sound of which is drowned in a burst of triumphant music from the organ.)

CURTAIN

ACT III

Immediately on the completion of Act II, a girl student from a modern school mounts the stage in front of the curtain and says:

I am here to invite you to "Come and See." You have seen and heard in brief the early history of the first school for the blind. Of course, only the highest points have been touched upon; the founding of the school, the discovery or invention of embossing, the beginning of *Braille*, the finding of a new trade. The plant in which you now find yourself is not only the epitome in the concrete of progress in the education of blind youth; it is even more in its student body and faculty the living embodiment of a long and interesting history. You are now invited, under the guidance of faculty and students, to visit the various departments and to witness the dedication services.



